



IB MYP YEAR 5
ASSESSMENT TASK
A Broad-based Test

Ms. Luk

Subject:	Y10 <i>Standard</i> Mathematics	Name : (Class)	Andrew Lau () No Hope
Assessment:	Broad-based Test		
Topics covered	Polynomials, Transformations (and transforming functions), Probability, Vectors, Matrices, Indices		
Date of assessment:	Thursday 16 th February 2012		

- This task assesses Criteria A and C;
- Time allowed – *one hour 40 minutes*;
- You must answer all the questions;
- Write your answers in the spaces provided;
- Show all of your working – not just the answer
- GDCs are allowed.

A2

C3

Criterion A		
Levels	Task-Specific Rubric	Official IB Descriptors
0	The student does not reach a standard described by any of the descriptors given below.	
1-2	Students are reasonably successful with the Part A questions only. Any errors here are relatively minor.	The student generally makes appropriate deductions when solving simple problems in familiar contexts.
3-4	Students are successful with Part A questions. The only errors in part B questions are minor.	The student generally makes appropriate deductions when solving more complex problems in familiar contexts.
5-6	Students are successful with Part A and B questions. The only errors in part C questions are minor.	The student generally makes appropriate deductions when solving challenging problems in a variety of familiar contexts.
7-8	Students are successful with Part A, B and C questions. The only errors in part D questions are minor.	The student consistently makes appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations .

Criterion C		
Levels	Task-Specific Rubric	Official IB Descriptors
0	The student does not reach a standard described by any of the descriptors given below.	
1-2	Very little working is shown, and/or the steps shown are confusing. Only the most basic mathematical symbols are used with accuracy.	The student shows basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow .
3-4	The working shown is generally adequate. Only a few errors in symbols/terminology are evident. It is reasonably easy to follow a student's logic/reasoning.	The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete . The student moves between different forms of representation with some success .
5-6	There are very few, if any, errors in symbols/terminology. All steps in calculations are shown in their completeness. It is easy to follow all the student's logic/reasoning.	The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete . The student moves effectively between different forms of representation.

Part A (Level 1-2 Questions)

Q1. Factorise **completely** the following expressions:

(a) $x^2 - 16$
 $x^2 - 4^2$
 $(x+4)(x-4)$

Answer (a) $(x-4)^2$

(b) $x^2 - 16x$
 $x - (x \times 16)$

Answer (b) $x-16$

(c) $x^2 - 16x - 36$

$x - 16 - 36$
 $x - 18$
 $x \quad 2$
 $(x-18)(x+2)$

Answer (c) $x-52$

Q2. Simplify the following expressions, giving your answers in the form a^n , where a and n are integers:

(a) $3^5 \times 3^{-4}$

Answer (a) $3^{5+(-4)} = 3$

(b) $2^4 \times 3^4$

$= 6^4$

Answer (b) 2^4

(c) $(6^2)^3$

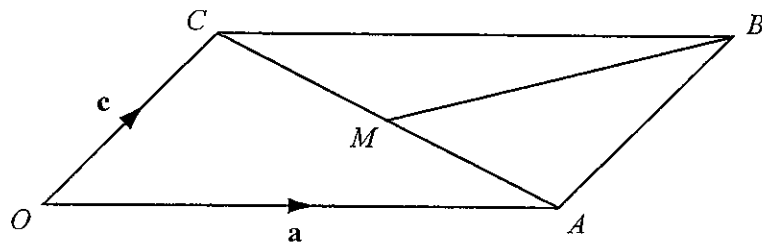
Answer (c) 6^6

(d) $16^2 \div 2^8$

$= (2^4)^2 \div 2^8$
 $= 2^8 \div 2^8$
 $= 1$

Answer (d) $2^{4 \times 2 - 8} = 2$

Q3.



OABC is a parallelogram. $\overrightarrow{OA} = \mathbf{a}$, $\overrightarrow{OC} = \mathbf{c}$ and M is the midpoint of CA. Find, in terms of \mathbf{a} and \mathbf{c} :

(a) \overrightarrow{OB}

Answer (a)

$$\frac{1}{2}(\mathbf{a} + \mathbf{c}) \div 2$$

(b) \overrightarrow{CA}

Answer (b)

$$\frac{1}{2}(\mathbf{a} - \mathbf{c}) \div 2$$

(c) \overrightarrow{BM}

Answer (c)

$$\frac{1}{2}(\mathbf{a} + \mathbf{c}) \div 2$$

Part B (Level 3-4 Questions)

Q4. Eight teams take part in a basketball tournament. Each team is equally likely to win any particular game. Winning teams advance to the next stage. The losers go home!!



(a) Find the probability that all the even numbered team reach the quarter-finals (Q1, Q2, Q3, Q4).

$$\frac{2}{4} = \frac{1}{2}$$

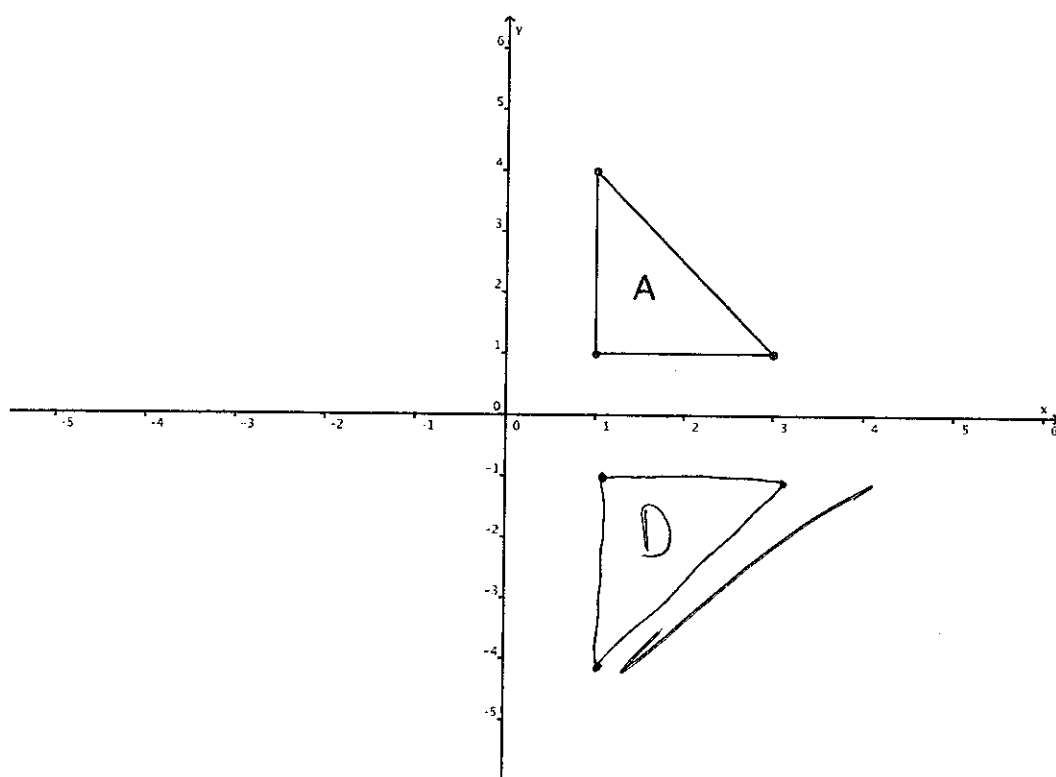
Answer (a) $P(\text{even numbered team}) = \frac{1}{2}$

(b) Find the probability that team 1 will play team 8 in the final.

$$\frac{1}{8}$$

Answer (b) $\frac{1}{8}$

Q5. Triangle A is plotted on the Cartesian plane below.



- (a) On the same Cartesian plane above, draw the following:
- (i) Triangle A after it is translated by a translation vector $\begin{pmatrix} -4 \\ 1 \end{pmatrix}$, label it B.
 - (ii) Triangle C is the reflection of triangle B in the x-axis, draw triangle C.
 - (iii) Triangle D is the reflection of triangle A in the x-axis, draw triangle D.
- (b) Describe the single transformation, which maps triangle C onto triangle D.

Answer

Q6. Erik runs a race at an average speed of x m/s.

His time is $(3x - 9)$ seconds and the race distance is $(2x^2 - 8)$ metres.

(a) Write down an equation in x and show that it simplifies to

$$x^2 - 9x + 8 = 0$$

$$x = \frac{-9 \pm \sqrt{9^2 - 4(1)(8)}}{2(1)}$$

$$x^2 - 9x + 8 = 0$$

(b) Solve $x^2 - 9x + 8 = 0$

$$\frac{-9 \pm \sqrt{81 - 32}}{2} = \frac{-9 \pm \sqrt{49}}{2} = \frac{-9 \pm 7}{2}$$
$$x = -8 \quad \text{or} \quad x = 1$$

$$\sqrt{49} = 7$$

Answer (b)

$$x = -1 \text{ or } x = -8$$

(c) Write down Erik's time and the race distance.

$$\text{Time: } 3x - 9 = -12 \text{ or } -81$$

$$\text{Distance: } 2x^2 - 8 = -16 \text{ or } -136$$

Answer (c)

$$12 \text{ s, } 16 \text{ m or } 81 \text{ s, } 136 \text{ m}$$

Part C (Level 5-6 Questions)

Q7. Solve the following equation for x :

$$2^{x+3} + 2^x = 36$$

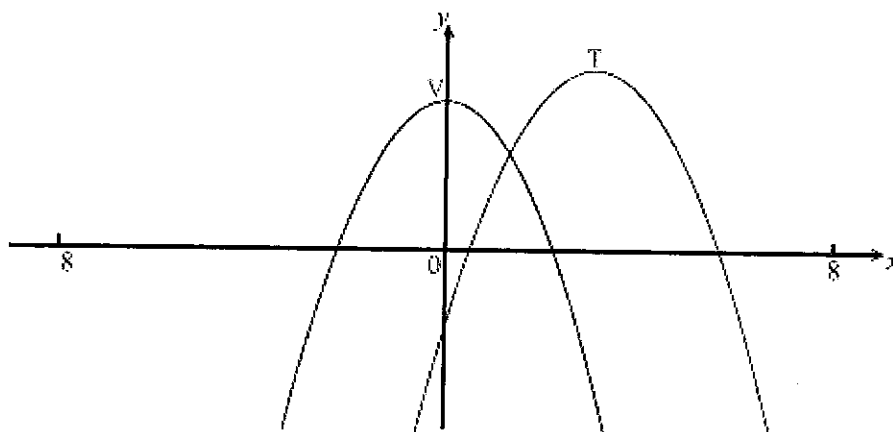
$$4 \cdot 2^{x+3} = 36$$
$$2^{x+3} = 9$$
$$x^2 = 6$$

Answer

$$x = \sqrt{6}$$

Q8. The following diagram shows part of the graph of $f(x) = 5 - x^2$ with vertex $V(0, 5)$.

Its image $y = g(x)$ after a translation with vector $\begin{pmatrix} h \\ k \end{pmatrix}$ has vertex $T(3, 6)$.



(a) What are the value of h and k ?

Answer (a)

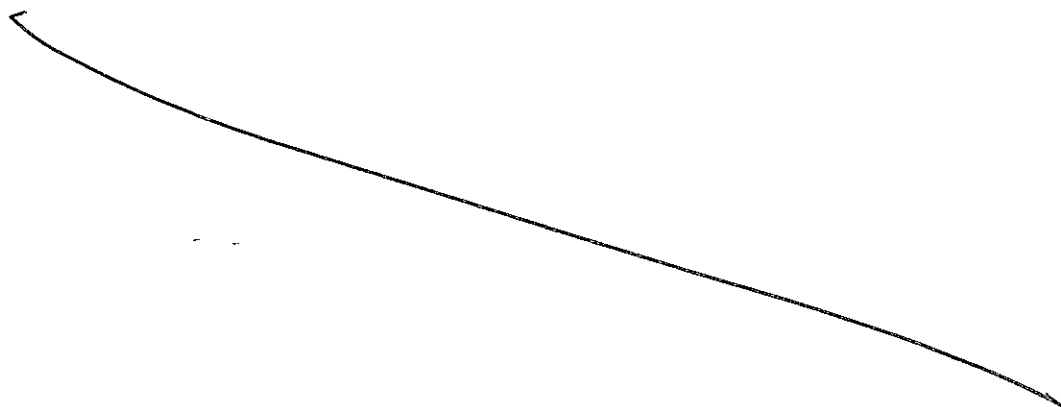
$h=3, k=6$

(b) Write down an expression for $g(x)$.

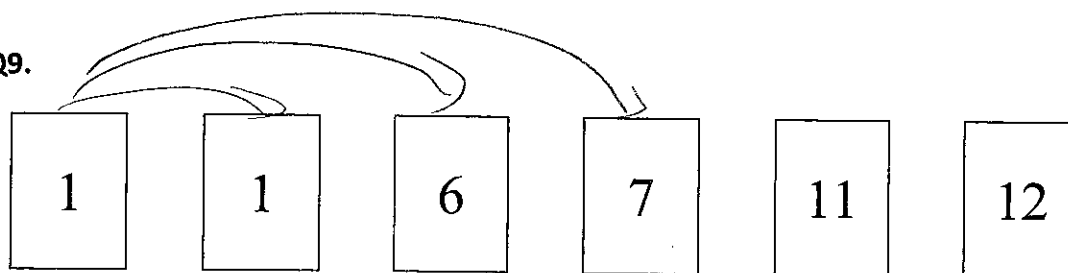
Answer (b)

$g(3)$

(c) On the same diagram, sketch the graph of $y = g(-x)$.



Q9.



Six cards are numbered 1, 1, 6, 7, 11 and 12 as shown.

Cards are chosen, without replacement, until a card numbered 1 is chosen.

Find the probability this happened **before** the fourth card is chose.

$$P \ S = (1, 6, 7, 11) \ (1, 6, 7, 12) \ (1, 6, 11, 7) \ (1, 6, 12, 7) \ (1, 7, 6, 11)$$

Answer

$$\frac{5}{6}$$

Part D (Level 7-8 Questions)

Q10. Luis deposits a large sum of money in a bank account that pays 0.6% interest, compounded monthly. How long does it take Luis's money to grow by 10%?

Answer

$$6.06 \text{ months}$$

- Q11.** A cubical die is biased, so that some faces are more likely to show than others.
The following table summarises the situation:

Score	1	2	3	4	5	6
Probability	p^2	p^2	p	$p/2$	0.03	0.05

- (a) Find the value of p

$$p = 0.12$$

Answer (a)

0.12

- (b) What is the most likely score when you roll this biased die?

Answer (b)

1 & 2

- (c) If you roll the die twice and add the scores, what is the probability the total is at least 10?

2

Answer (c)

$\frac{2}{361}$

NOW GO BACK AND CHECK YOUR WORK

